

*The preservice teacher  
knows the discipline...*

*Music Education  
Vocal and Instrumental  
(Kindergarten - Grade 12)*

## Introduction

The following competencies are intended to clarify Standard 1.2.1.1, “. . . knows the discipline,” in the Missouri Standards for Teacher Education Programs (MoSTEP) process. The competencies are firmly rooted in the profession’s best knowledge and practices. They are drawn from the *National Standards for Arts Education: What Every Young American Should Know and Be Able To Do in the Arts*. The competencies are broadly stated with the intent that teacher preparation institutions will determine the breadth and depth of material for meeting the competencies. The statements represent the minimum expected of beginning teachers.

The Music Education competencies have been developed to correlate with the following documents:

- Missouri’s Show-Me Standards abbreviated as:  
FA 1,4 = Fine Arts section, statements 1 and 4  
G 3 = Goal number 3
- Missouri’s minimum requirements for Music Education certification, effective September 1, 1997 abbreviated as:  
CR 1 = Certification Requirement 1

The beginning (preservice) music teacher will demonstrate a knowledge of and/or competency in the following areas of study:

<b>All Music Teachers</b>	<ol style="list-style-type: none"> <li>1. Interpret the symbolic language of music (e.g., note reading, text, terms, articulation, phrasing, tempo, dynamics, etc.); (FA 1; CR 1a; 2a)</li> <li>2. Musical form; (FA 5; CR 1a,c; 2a,c)</li> <li>3. Creating music (e.g., composing, improvising, arranging); (FA 1, 3; CR 1a,e; 2a,i)</li> <li>4. Music in relation to history and culture; (FA 5; CR 1c; 2c)</li> <li>5. Planning a public performance of varied and balanced repertoire; (FA 1, 4; CR 1c,j,k,l; 2g,j,k,l)</li> <li>6. Aural discrimination, perception , and interpretation of music and text; (FA 1, 2; CR 1a,f,j; 2a,f,g)</li> <li>7. Performance practice and technical proficiency sufficient to interpret representative works of the past and present; (FA 1; CR 1f,j; 2f,j)</li> <li>8. Transcribing, transposition, score editing and analysis; (FA 1; CR 1a,e,h; 2a,h,i)</li> <li>9. Basic principles of transposing instruments; (FA 1; CR 1e; 2i)1.</li> <li>10. Appropriate concert deportment, by the audience and the performer; (FA 1, 4; CR 1g,k,l; 2j,k)</li> <li>11. Basic administrative, financial, management, public relations and organizational aspects of an overall music program; (FA 1; CR 1k,l; 2j,k)</li> <li>12. Effective rehearsal techniques; (FA 1; CR 1b,h; 2b,h)</li> <li>13. Piano proficiency skills; (FA 4; CR 1d; 2d)</li> <li>14. Basic physical properties and characteristics of sound (e.g., theory and application); (FA 4; CR 1a, f, k, l; 2f,j,k)</li> <li>15. Health issues related to music (e.g. noise related hearing loss, vocal chord damage, carpal tunnel syndrome, etc.); (FA 5; CR 1f,k; 2f,k)</li> </ol>
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<b>All Music</b>	16. Diverse musics within the United States and throughout the
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The beginning (preservice) music teacher will demonstrate a knowledge of and/or competency in the following areas of study:

<b>Teachers</b> <i>(continued)</i>	<p>world; (FA 3; CR 1c; 2c)</p> <p>17. Aesthetic principles unique to music; (FA 3; CR 1a,b,c,d,e,f,g,h,i)</p> <p>18. Identification of criteria for quality and effective performances, compositions, arrangements and improvisations; (FA 2, 3; CR 1a,e,f,j; 2a,f,g,i)</p> <p>19. Musical and literary resources for solo/ensemble music; and (FA 1, 5; CR 1a,i; 2a)</p> <p>20. Classroom instruments (e.g., recorder, pitched and nonpitched, percussion, and fretted). (FA 1; CR 1k,l, 2e,j,k)</p>
<b>Teachers of Instrumental Music</b>	<p>21. Advanced techniques of instrumental conducting and fundamental techniques of vocal conducting; (FA 1; CR 1b; 2h)</p> <p>22. Transposition at sight for all instruments; (FA 1; CR 2a,h,i)</p> <p>23. Appropriate tone production and techniques on band and orchestra instruments; (FA 1; CR 2e,f)</p> <p>24. Fundamentals of organizing and conducting instrumental ensembles including string groups, marching, jazz, and concert bands; and (FA 1; CR 2g, i, j)</p> <p>25. Basic instrument repair. (FA 1, 4; CR 2f, j)</p>
<b>Teachers of Vocal Music</b>	<p>26. Conducting gestures that promote healthy and effective vocal production, phrasing, and expressiveness, as well as fundamental techniques of instrumental conducting; (FA 1, 4; CR 1h; 2b)</p> <p>27. Singing in tune using good tone quality and diction; (FA 1; CR 1f, g, j, k)</p> <p>28. The physiological development of the voice; (FA 4; CR 1f, k, l)</p> <p>29. Appropriate movement for various musics; and (FA 1, 4, 5; CR 1j, k, l)</p> <p>30. Vocal techniques of diverse cultures. (FA 5; CR 1e, i, g)</p>

The beginning (preservice) music teacher will demonstrate a knowledge of and/or competency in the following areas of study:

1. Eric Anthony, Clayton School District
2. Mary Dawn Elvin, Grandview School District
3. Karen Jensen, St. Joseph School District and Missouri Western State College
4. Keith Kirchner, Mexico Public Schools
5. Dianne Mack, Central Missouri State University
6. Dennis McClanahan, Blue Springs R-IV School District
7. Norma McClelland, Southwest Missouri State University
8. Diane McCullough, Carr Lane VPA Middle School, St. Louis City School District
9. Martha Miller, Fontbonne College
10. Charlie Rose, Yeatman Middle School, St. Louis City School District
11. John Schwarz, Kirksville R-III School District
12. John Wibbenmeyer, Ste. Genevieve Co. R-II School District
13. Phil Wood, Hickman High School, Columbia Public Schools
14. Ray Zahra, Francis Howell School District

# Development Committee

Certification Requirements, Music Education, grades Kindergarten-12, Missouri State Board of Education, effective 1997.

Competencies for Beginning Teachers in Music Education, Missouri Advisory Council of Certification for Educators-MACCE, accepted by Missouri State Board of Education, 1994.

Handbook for Continuing Accreditation Visits, National Council for Accreditation of Teacher Education-NCATE, February 1994.

Missouri's Frameworks for Curriculum Development, Missouri Department of Elementary and Secondary Education, 1996.

Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue, Interstate New Teacher Assessment and Support Consortium-INTASC, Sponsored by the Council of Chief State School Officers.

National Standards for Arts Education: What Every Young American Should Know and Be Able To Do in the Arts. (1994). Reston, VA: Consortium of National Arts Education Associations (American Alliance for Theatre and Education, Music Educators National Conference, National Art Education Association, National Dance Association)

National Teachers Examination, Educational Testing Service, Princeton, NJ. Specialty area test descriptions.

New Standards for Teacher Education Programs in Missouri-NSTEP for Institutions Seeking Continuing Approval of Teacher Education Programs (draft 2/96).

Next Steps: Moving Toward Performance Based Licensing in Teaching, Interstate New Teacher Assessment and Support Consortium-INTASC.

Redesign of licensure of Kansas educators, Kansas State Board of Education, February 1996.

"The Show-Me Standards," Missouri Department of Elementary and Secondary Education.